

*You can discover more  
about a person in an hour  
of play than in a year of  
conversation.*

*Plato*



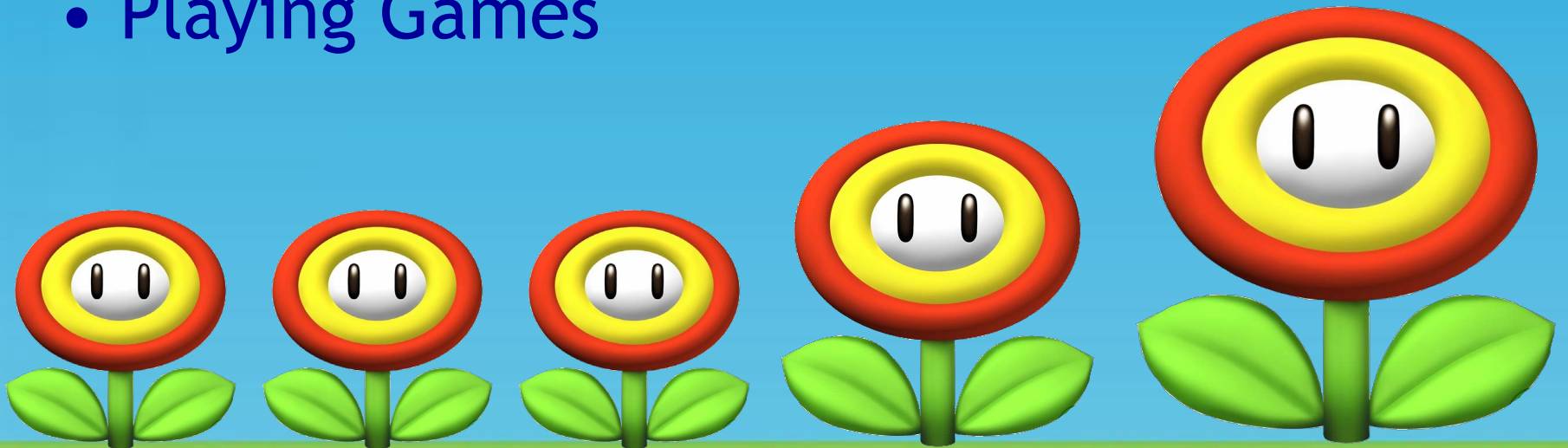
# An Hour of Play

*Katrin Becker*

An imaginative reconceptualization of possibilities and the roles of teacher education faculties.

# "How might teacher education live well in a changing world?" (Overview)

- Modern Times
- Games & (pop) Culture
- Media Literacy & School
- Playing Games



# Modern Times



<http://secondlife.reuters.com/stories/2006/10/15/us-congress-launchs-probe-into-virtual-economies/>

## US Congress launches probe into virtual economies. (Oct 15 2006)

“In Second Life up to US\$500,000 in user-to-user transactions take place every day, and the economy is growing by 10 to 15 percent a month.”



# Dawson College, Montreal

Modern Times

## The 10 Worst Games of All Time (PC World)

“Do violent video games inspire horrific, violent acts in the real world? No one really knows for sure. Do horrific, violent acts in the real world inspire violent video games? Absolutely.”

“Like the developers of [JFK Reloaded](#), another re-creation of a historic murder, the creator of SCMRPG claimed lofty aims. On his [Web site](#)... Ledonne says the game “asks more of its audience than rudimentary button-pushing and map navigation; it implores introspection.”

‘...as a game, Super Columbine Massacre RPG is appalling.’



Evil beech tree  
AN Hour of Play (roundtable)







Is it better to discuss it, or ignore it?

### *CNN: Not playing around: Scientists say video games can reshape education*

POSTED: 0208 GMT (1008 HKT), October 17, 2006

<http://edition.cnn.com/2006/EDUCATION/10/17/video.games.ap/index.html>

*“The theory is that games teach skills that employers want: analytical thinking, team building, multitasking and problem-solving under duress. “*

Report on The Summit on Educational Games. (2006) Washington, DC: Federation of American Scientists. <http://fas.org/gamesummit> released Oct 17, 2006



# *Why should the United States focus on digital games for learning?*

- Many video games require players to master skills in demand by today's employers— strategic and analytical thinking, problem solving, planning and execution, decision-making, and adaptation to rapid change.
- They can be used to practice practical skills and important skills that are rarely used, to train for high-performance situations in a low-consequence-for-failure environment, and for team building.
- Games offer attributes important for learning—clear goals, lessons that can be practiced repeatedly until mastered, monitoring learner progress and adjusting instruction to learner level of mastery, closing the gap between what is learned and its use, motivation that encourages time on task, personalization of learning, and infinite patience.
- Today's students—the so-called digital natives—are poised to take advantage of educational games.

*Report on The Summit on Educational Games.* (2006) Washington, DC: Federation of American Scientists. <http://fas.org/gamesummit> released Oct 17, 2006



*Q: What should the government, industry, and education community do to get educational games to teachers and learners?*

*A: Teachers should be trained to use learning games.*

*Report on The Summit on Educational Games. (2006) Washington, DC: Federation of American Scientists. <http://fas.org/gamesummit> released Oct 17, 2006*

# Games & (pop) Culture

Average age of Gamer: 33

# of US homes that have game consoles: 45 million (~half)

Gamers are:

31.0% under 18 years

44.0% 18-49 years

25.0% 50+ years

WOMEN age 18 or older represent a significantly greater portion of the game-playing population (30%) than boys age 17 or younger (23%).

<http://www.theesa.com/archives/files/Essential%20Facts%202006.pdf>



# Games & (pop) Culture

## WHAT ELSE ARE GAMERS DOING?

Gamers devote more than triple the amount of time spent playing games each week to exercising or playing sports, volunteering in the community, religious activities, creative endeavors, cultural activities, and reading.

In total, gamers spend 23.4 hours per week on these activities, compared to 6.8 hours per week playing games.

79% of game players of all ages report exercising or playing sports an average of 20 hours a month.

45% of gamers volunteer an average 5.4 hours per month.

93% of game players also report reading books or daily newspapers on a regular basis, while 62% consistently attend cultural events, such as concerts, museums, or the theater.

Source: Peter D. Hart Research Associates, 2004

51% of all gamers play games in-person with other players at least one hour a week, and a quarter (25%) of gamers play games with others online for at least an hour per week.

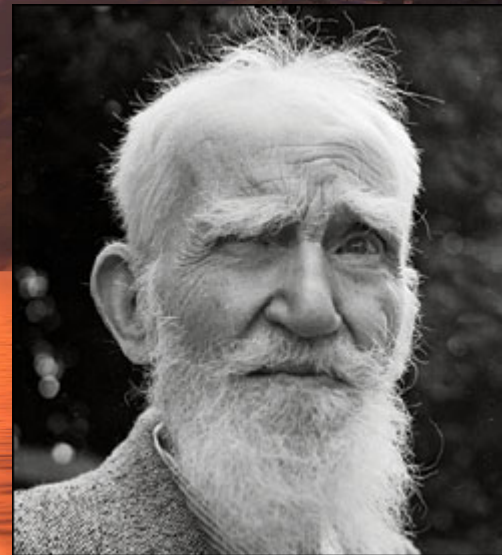
<http://www.theesa.com/archives/files/Essential%20Facts%202006.pdf>



# Playing Games

*We don't stop playing because we get old... we get old because we stop playing.*

George Bernard Shaw



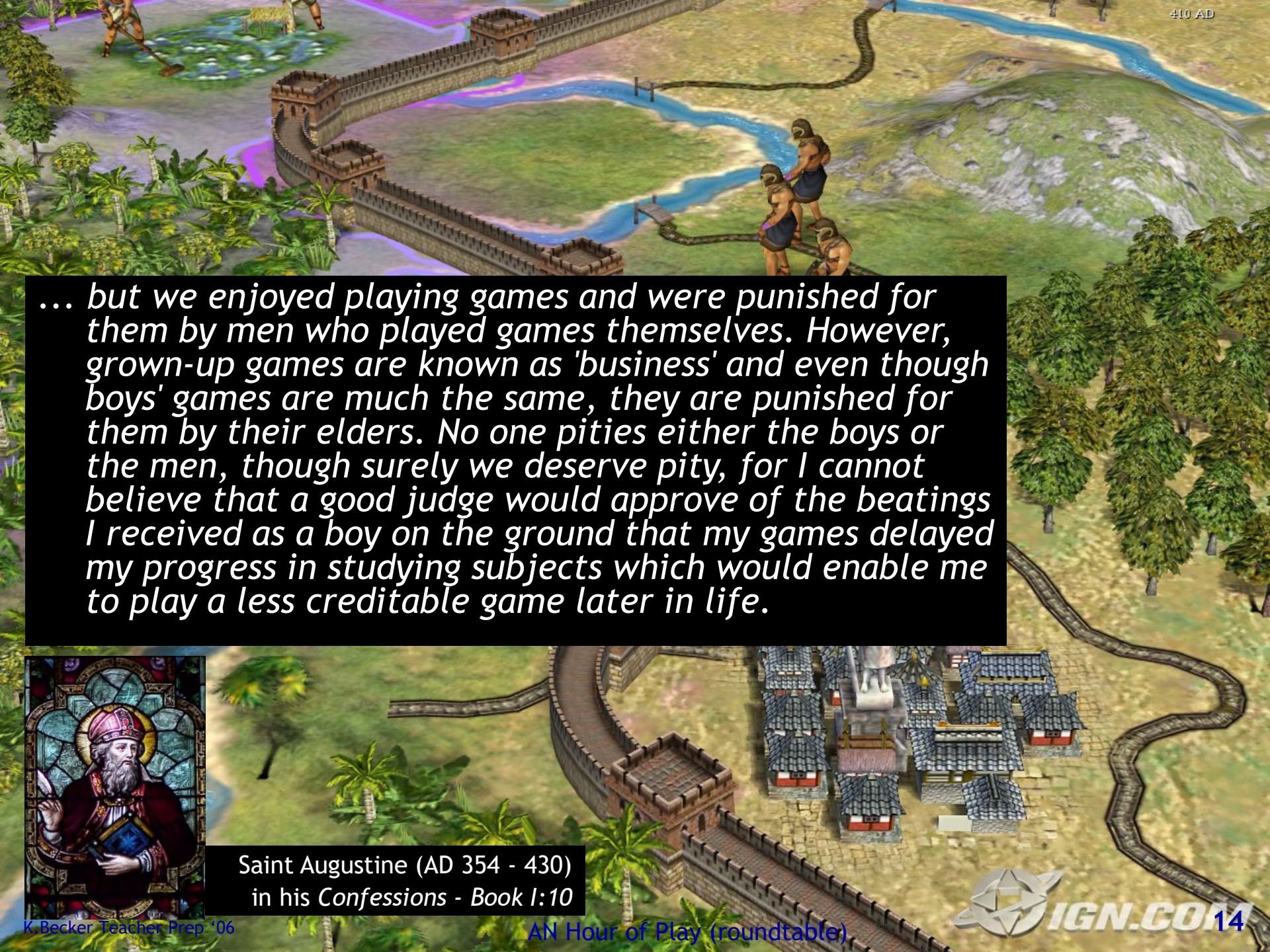
*It should be noted that children at play are not playing about; their games should be seen as their most serious-minded activity.*

Michel de Montaigne



1533-1592





... but we enjoyed playing games and were punished for them by men who played games themselves. However, grown-up games are known as 'business' and even though boys' games are much the same, they are punished for them by their elders. No one pities either the boys or the men, though surely we deserve pity, for I cannot believe that a good judge would approve of the beatings I received as a boy on the ground that my games delayed my progress in studying subjects which would enable me to play a less creditable game later in life.



Saint Augustine (AD 354 - 430)  
in his *Confessions* - Book I:10







*Anyone who makes a distinction between games and learning doesn't know the first thing about either.*

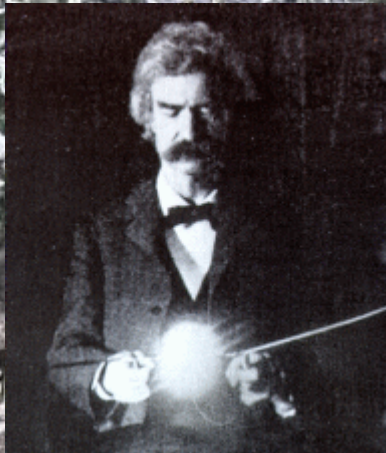
- Marshall McLuhan





# Media Literacy & School

Would you teach using this man's work without having read his works or knowing anything about him?



# Media Literacy & School

Are we doing enough?

Do we know enough to do enough?





8086

# The Good Old Days

Now





# How to start?

## Barriers to entry are rising.





エミー

シャドウ  
全滅しちゃった

ナックルス  
ディラガンつよいねえ

ルージュ  
ディラガン強いよね。

デイルス  
どんだけ強くなれば気が  
すむの涙)

エミー  
なかなか倒せない！

Trailer (alt-tab)

リニアク  
LV 1  
HP 140/140

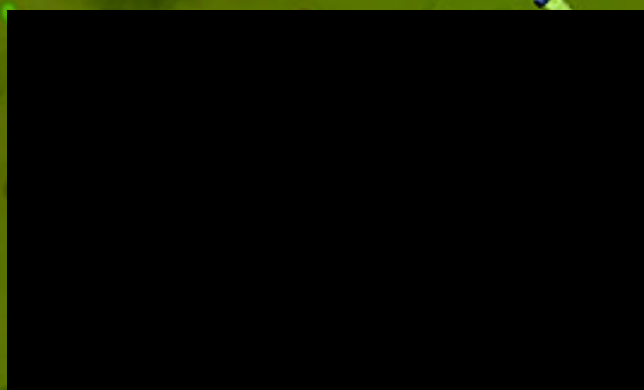
K.Becker Teacher Prep '06

AN Hour of Play (roundtable)

IGN.COM 21









# A Few Suggestions:

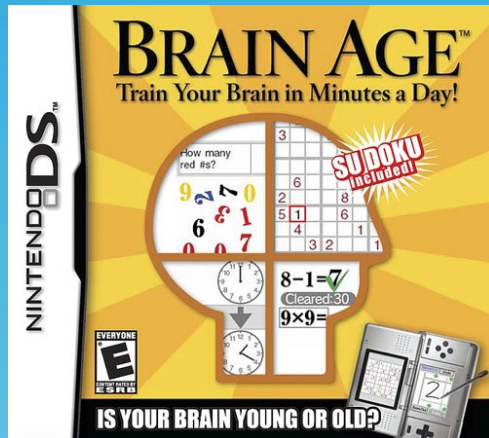
Start small

Start simply

Play in pairs

Spend an hour

# Games to Try:





# Games to Try:





# Questions?





# Credits:

Mario and his friends appear courtesy of Nintendo. <http://mario.nintendo.com/>

CNN Article Photo

<http://edition.cnn.com/2006/EDUCATION/10/17/video.games.ap/index.html>

Second Life [www.secondlife.com](http://www.secondlife.com)

E3 Photos: K.Becker 04/05

Pictured Games: Second Life; Roller Coaster Tycoon; Elder Scrolls: Oblivion; Syberia; Black and White; Civilization IV; Star Strike; Phantasy Star Universe; Spore; Eve Online; Fowl Words; Carmen Sandiego; Phoenix Wright; Electropunkton; Brain Age; Frogger; Sims 2; Katamari Damacy; DDR; Trauma Center; Harvest Moon; Lego Star Wars; Pikmin

Other Photos: Hackers (the movie)